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ABSTRACT

The Teacher Corps Corrections Program was generated at the University of Oregon in 1970. This program was to recruit an intern group on the junior undergraduate level and train them to be teachers capable of working with alienated and minority populations in either an urban school or a correctional setting. The program had a strong theoretical orientation. The need for accomplishing structural change in established institutions and training a new kind of teacher able to operate as a change agent was emphasized. The major purpose of this study was to evaluate to what extent the program succeeded in generating within the interns the abilities and commitment to act as change agents in educational/correctional environments. Through the use of a tape recorded interview/analysis procedure, this study examines the impact on 19 former interns in terms of their self-perceptions, current activities and present opinions regarding societal change. The study also determines how well the Teacher Corps program was able to prepare interns for involvement in traditional and on going institutions and agencies. An evaluation of how involved former interns currently are in activities designed to make traditional institutions more responsive and less alienating for the clients they serve is presented. Results indicate that 9 of the interns felt that the program did not adequately train them for the role of change agent, while 9 felt that the program had. It was found that former interns have done little to live up to the predicted change agent behavior patterns of the original Teacher Corps proposal. It is suggested that the program's goal of training minority personnel for juvenile corrections careers was not met, and possible explanations for this are suggested. (Author/AM)

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Minority Teachers As Change Agents:

A Case Study

Dr. Darrell Millner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEDICATION

To my parents, Mr. and Mrs. Charles and Barbara Millner who made this all possible one night in 1946.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE STUDY OBJECTIVES

Introduction

> For coloured people to acquire learning in this country makes tyrants quake. . . . The bare name of educating the coloured people scares our cruel oppressors almost to death.
> (David Walker, 1829:31)

The quest for education by America's black minority has been long and difficult. To the black person toiling in the chains of slavery, education represented a weapon that could be used to unlock those chains and open the way for freedom and equality. The fugitive slaves of the pre-Civil War era and the freed slaves of the post-Civil War years believed in the power of education to correct the crippling legacy of slavery and provide both opportunity for advancement and social mobility in a competitive society. The spelling book and the "reader" were second in importance only to the bible as a symbol of the future for the black population of the nineteenth century (Brown, 1970). This commitment to the power of education has diminished

little in the passing years. Today most parents of culturally deprived children want their children to do well in school and are eager to help the teacher (Reisman, 1963:20-22). Traditionally, entry into college was an honor unto itself. A college education for the black or white youth was a promissory note for the riches of society for those who dutifully completed the four or more years of study (Ballard, 1973:1).

The "education issue" for blacks has not been without it's conflict and controversy however. Within the black community itself, the issue has centered around what the focus of black education should be. Many blacks approved of the position traditionally associated with Booker T. Washington which emphasizes the vocational branches of education and training as the most appropriate for black youth. Other blacks support the position advanced by Washington's critic and contemporary W. E. B. Dubois that Black you should have access to all educational options up to and including higher education at the university level. The importance of the nature of education available to blacks was obvious to Carter Woodson, founder of the Association for the study of Negro Life and History, who at the turn of the century explained it "may be of no importance to the race to boast today of many times as many 'educated' members as it had in 1865. If they are of the wrong kind, the increases in numbers will be a disadvantage rather than an advantage

(Woodson, 1933:18)."

The question of what kind of education is and will be available to the black student in this country has even greater urgency today because of the increasing number of black students seeking higher education. In 1960, there were 200,000 black collegians, 65% of whom were enrolled in Black colleges. By 1964 they were 234,000 black collegians 51% of whom were enrolled in black colleges. By 1970 the population of black students had increased to almost 500,000, only 34% of whom were enrolled in Black institutions (New York Times, October 17, 1971). These figures point out that the issue is not of concern only to black youth or black institutions, but to the entire American university community. In recent years, the American university has undergone a battering and sustained assault from each of its traditional constituencies--faculty, students, alumni, and the general public. One of the major causes of the present academic disequilibrium has been the failure of the university to come to grips with the most fundamental problem of modern American society--discrimination based on the color of one's skin (Ballard, 1973:3). In this larger context, the question of the structure and nature of education available to blacks takes on a significance that transcends a purely racial association.

The decade of the nineteen sixties produced a series of serious

critiques of the traditional school's ability to educate the minority or disadvantaged youth (Friedenberg, 1967; Kozol, 1967; Coles, 1967; Kohl, 1967). In addition, observers of the educational scene began to question whether schools were even providing a quality education for the majority culture youth (Pearl, 1971; Schafer and Polk, 1967). Walter Schafer and Carol Olexa (1971) summarized the complaints about the public schools of the United States into four main accusations. First, equality of educational opportunity for children of different racial and economic backgrounds is more myth than fact. Second, formal education is unsatisfying and unfulfilling--merely something to be endured--for large numbers of young people of all backgrounds. Third, the schools barely tap the intellectual, emotional, and behavior potential of nearly all youth. Finally, alienation and deviancy among youth, in both individual and group forms, are rapidly rising and can be directly linked to unequal opportunity and to unfulfilling, unenriching and dull school careers, as well as to other influences.

Crucial to the inability of the public school system to function effectively in the education of minority youth was the nature of the teacher training machinery then in operation in the colleges and universities. The entire educational process for teachers was premised on the assumption that they would find in their classrooms

carbon copies of themselves (Crossland, 1971:59). The teacher training curriculum was heavily determined by a matrix of teachers unions, state education departments, professors of education, and the National Education Association into a potpourri of foundations of education, educational psychology, and methodology courses that did little to prepare teachers for the type of student they would meet in all black elementary or secondary schools (Crossland, 1971:59).

There grew out of the awareness generated in the sixties an urgent need for the educational community to create procedures and mechanisms that would bring about social and institutional change in a systematic, orderly and rational manner (Fairweather, 1967:4). The National Teacher Corps Program was one attempt to meet this need. The Teacher Corps was a federal intervention program involving several hundred universities and school systems. The Teacher Corps effort had three major objectives: to strengthen educational opportunities for children in low-income areas; to attract and prepare persons to become teachers in such areas through coordinated work-study experiences, and to encourage colleges, universities, schools and state departments of education to work together to broaden and improve teacher education programs.

The Higher Education Act of 1965 legislated the program into existence. The bill was a merger of two separate bills sponsored by

Senator Gaylord Nelson of Wisconsin and Senator Edward Kennedy of Massachusetts. The original authorization was 100 million dollars to start operation and finance the corps for two years. One of the overriding strategies of this program was to deploy its marginal funds strategically so as to trigger change within a system. In essence the program's purpose was to channel the creative energies of critical and idealistic young people into constructive, sociall, acceptable outlets--to temper their passion for reform with the knowledge, tools and experience needed to exercise wise and effective leadership for change (Corwin, 1973).

The educational battle lines had been drawn. On one side reposed the champions of the subject matter oriented teacher training programs. Smith (1963:99) represents an example of the rationalizations behind the subject matter approach. He states:

> What distinguishes teaching from all other forms of social behavior is that teaching behavior is controlled by the requirements of a body of knowledge and by the commitment to develope cognitive structures coordinate with that knowledge. While the behavior of the teacher is influenced by his understanding of the student--by his perception and diagnosis of the student's behavior--still the determining factor in the teacher's behavior is not his understanding of the student but his comprehension of the subject matter and the demands which clear instruction in it makes upon him. (Smith, 1963:99)

Often this subject matter approach when applied to a minority

setting led to a situation in which the subject matter was taught--but t' e student was not. The opposing position emphasized that whether we like it or not, the pupil must be the central figure in any school. Schools exist for pupils. Unless pupils learn in them, they have no reason for existing. Instruction that does not result in pupil learning is virtually useless (Clark, 1968:33).

In either case it became quite evident that the world that future graduates will face will be quite different from that of the past. The role of the secondary school must change accordingly and corresponding to that change, teacher training programs must change also. Possibly their new roles will be ones that they should have assumed in the past but did not. It is clear, however, that the future will not be as tolerant of mistakes as the past has been (Clark, 1968:34). The task will not be an easy one. It would be folly to place all the blame for the failure of the education system to reach today's youth on the shoulders of the schools alone. Students are exposed outside the classroom to a great deal of communication over which the school has no control. It includes a large share of the primary and peer groups' messages, and two to five hours per day from the mass media (Schramm, 1956:503). Students often are far from being angels. Jencks and Reisman (1968:406) chose to refer to some black students of their research groups as a "peculiarly noxious

combination of mindless materialism and fundamentalist rigidity" (Jencks and Reisman, 1968:406). The Teacher Corps Program was assigned a difficult job at best and an impossible one at worst. It was, however, a job that had to be done.

Program Summary

In the spring of 1970 the University of Oregon School of Education received a grant from the National Teacher Corps Program to conduct a teacher training effort in conjunction with the Portland Public School District #1 and the State Juvenile Corrections System. The project was designed to operate for a two year period in two urban high schools in Portland, Jefferson and Adams, and in two state juvenile corrections schools. Hillcrest and Maclaren. The two year grant period was subdivided into four parts: a pre-service summer session at the University of Oregon, an in-service year as a part of the staff at one of the respective cooperating schools, an intervening summer session at the University of Oregon, and a final in-service year at another of the cooperating schools. Twenty-nine interns representing a wide range of ethnic, economic and academic backgrounds (see Chart 1) were selected and invited to the pre-service training session during summer term at the University of Oregon. The purpose of the pre-service program was to orientate the interns

CHART 1

INTERN PROFILE AT BEGINNING OF PROGRAM

Ethnic Group/Sex	Major	Class Standing (hrs)	Background
Black Male	Language	Junior (131)	Urban
Black Male	Recreation	Senior (180)	Small Town
Black Male	Psychology	Junior (84)	Urban
Black Female	Sociology	Junior (81)	Urban
Black Female	Ph. Education	Junior (88)	Urban
Black Female	Counseling	Junior (89)	Urban
Black Male	Art	Sophomore (69)	Urban
Chicano Male	Sociology	Junior (78)	Small Town
Chicano Male	Sociology	Junior (89)	Migrant
Chicano Male	Sociology	Junior (73)	Small Town
Chicano Male	Sociology	Junior (85)	Rural
Chicano Male	Mathematics	Junior (93)	Small Town
Chicano Male	Pol. Science	Sophomore (78)	Migrant
Chicano Male	Sociology	Junior (95)	Migrant
Chicano Female	Speech-Drama	Junior (?)	Small Town
Chicano Female	Language	Senior (196)	Small Town
Chicano Female	Spanish	Junior (91)	Small Town
Oriental Female	Art	Junior (113.5)	Urban
Native American Male	Sociology	Sophomore (64)	Rural
Native American Female	Fine Arts	Junior (132)	Urban
White Male	Sociology	Sophomore (57)	Rural
White Male	Speech	Junior (84)	Small Town
White Male	Science	Junior (114)	Small Town
White Male	Business	Junior (93)	Urban
White Male	Pol. Science	Junior (89)	Small Town
White Female	Fine Arts	Senior (224)	Small Town
White Female	Art Education	Junior (96)	Small Town
White Female	Public Affairs	Junior (103)	Small Town

to the nature, goals and objectives of the project. It also was an opportunity to screen out those interns judged to have a low potential for successful participation in the project. The summer session also involved the formation of site teams consisting of the interns who would serve at a particular cooperating site during that in-service year. During the summer, the interns in addition to being registered in the various seminars and training sessions relative to their teacher corps status also took classes in their various academic fields. All interns satisfactorily completed the pre-service and began the in-service portion of the program beginning in the fall.

During the in-service year, the interns had four basic work responsibilities which literally filled their day. During the school day they were expected to function in a range of activities within a cooperating site classroom. For some, depending on their level of competence, this meant actual full classroom teaching responsibility. For others, the beginning role was one of observer. Each team had a team leader who was responsible for making appropriate work assignments for each intern consistent with their level of development and the needs of the cooperating institution. During the afternoons and evenings, interns were working for completion of their academic major area credentials in university offered field-based classes. Interns also were expected to participate in "community

involvement" activities. In the beginning this ranged from site to site from working with various model cities committees at the urban sites to working after hours in residence cottages at the correctional institutions. By the end of the first in-service year, the community involvement aspect of the intern's responsibilities had been formalized into a Re-Entry Project designed to assist juveniles returning from the correctional institutions in their readjustment to the Portland Community, educationally and socially. This Re-Entry Project was supported by a supplemental grant from the Seattle Office of Health, Education and Welfare-Social Rehabilitation Service. In addition to the above activities, the interns periodically participated in program activities of self-governance and administration consistent with a model of democratic participation.

The first in-service year was followed by an "intervening summer" spent on the Eugene campus. During this summer interns concentrated on fulfilling the academic requirements of their university majors. There was a minimum of Teacher Corps related activity although each team was given responsibility for some aspect of a summer ending workshop. The summer was also used to "gear-up" a plan at each cooperating site for Teacher Corps involvement the following fall.

The second in-service year was organized much like the first

with the interns having the same basic kinds of responsibilities. In June of 1972 the program ended and the interns were entered into the competitive labor market. The intern group recruited and trained was diverse and by traditional standards, poorly prepared for college education in many cases. In addition, the original grant in the spring of 1970 had been late in reaching the university. This fact along with subsequent changes in project staff made a difficult setting for such an ambitious and innovative program to begin. Also, typical of most institutions, there were initial misgivings, mistrust, and sometimes open hostility to this group of "outsiders" newly arrived on the scene. These factors added a measure of confusion to the beginning of the project.

Program Objectives

The framers of the Teacher Corps proposal at the University of Oregon wrote that document to be reflective of a number of basic assumptions about the nature of the educational/correctional systems and possible cures or approaches which could be beneficial in correcting historical wrongs in those institutions. These assumptions were (from proposal pages 3-4):

1. Schools as currently constituted generate delinquency because of their structure: lack of respect for pluralism;

denial of power to certain populations to influence program and policy; irrelevance of curriculum; denial of feelings of competence, belonging and usefulness to many students; and institutional influence which reinforce poverty and racism.

2. The growing emphasis on community-based programs in the field of corrections must be reflected in programs to train teachers to work within correctional settings.
3. This type of training program should be offered at the advanced undergraduate level.

The proposal further stated specific objectives that it planned to meet. These objectives were (from proposal pages 4-6):

1. A recruitment process which attracts into teaching persons who have established the ability to influence alienated populations.
2. The total integration of field study and theory.
3. A continuous screening of training activities for the intrusion of race, class, ethnic and sexual biases. This screening must occur both in the classroom and in the field, and persons normally victims of such bias must be involved in the assessments.

4. Incorporation of skilled practitioners and community-based leaders into the training process.
5. Uplifting of the quality of education prospective teachers receive by:
   a. Rejecting the "spoiled image" of shoddy scholarships which characterizes so many schools of education and demanding instead, that students engage in high-level intellectual activity.
   b. Placing prospective teachers into "real life" difficult situations (schools, correction and community agencies) and requiring them to generate definable education plans for future improvements.
   c. Challenging prospective teachers with instructors drawn from a variety of disciplines.
6. Placing the School of Education students into responsible teaching assignments with delinquent and delinquent-prone youth early in their educational career and providing them the continuous support so that they learn to succeed in this otherwise harrowing experience.
7. The development of specific training experiences which will enable teachers to work effectively with diverse groups and exercise leadership with populations normally resistant to

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education.

8. The incorporation into the teacher training program of courses and experiences which deal directly with delinquency, drug addiction, sexual exploitation, class and racial injustices.

9. The expansion of the educational component of teacher education so that the prospective teacher becomes familiar with ecological imbalances and is able to relate such matters as population growth, food production, air and water polution, manpower projections, economic development, taxation policies, and population deployment to the immediate crisis faced in the classroom and the larger forces which influence those problems.

10. The development of a program which both reflects and trains for responsible authority. At every level of education teachers must learn to:

    a. Appreciate pluralism;

    b. Be accountable, to justify all activities with evidence and logic;

    c. Negotiate, be willing to seriously consider alternative propositions;

    d. Recognize the inevitability of conflict in a complex world

and have the ability to prevent conflict from deteriorating into escalating destruction; and

e. Recognize the rules in a free society are always means and never ends.

11. The development of a program which encourages every teacher to become a disciplined social scientist capable of evaluating the effectiveness of educational programs, limiting interpretations to only permissable inferences, generating hypotheses based on articulated theory to improve educational offerings, deriving educational innovations from such hypotheses, and developing new evaluation plans to determine whether indeed project improvements attain their goals.

A final major commitment of the program included an emphasis on community involvement for the interns as part of a strategy to influence the positive activation of that historically passive element in the education/corrections interaction with society. Primary importance to this project, however, was not just the achievement of the above-stated goals, but the production of a "change agent" individual through this training who:

> must be provided with the requisite tactical and strategic skills to produce rational and orderly change in systems which have proven enormously resistent to change. (proposal p. 4)

The long range objectives of the proposal implicitly were to introduce change which rectified the alienating conditions in institutions and systems by producing individuals capable of working for change within those systems without becoming corrupted or co-opted by them.

Research Objectives for Present Study

The original objective of the Teacher Corps project of preparing change agents capable of influencing established institutions and organizations was logically based in the attempt to get the most from the program's resources by training individuals whose contributions to society would be long lasting and widespread rather than to concentrate on training individual teachers who would limit their activities basically to individual classrooms. The major purpose of this study is to evaluate to what extent the Teacher Corps program succeeded in generating within the intern's the abilities and commitment to act as change agents in educational/correctional environments. Through the use of a tape recorded interview/analysis procedure this study will examine the impact on the former interns of the programs training in terms of their self-perceptions, current activities and present opinions regarding societal change. The study will determine how well the Teacher Corps program was able to prepare interns for

involvement in traditional and on-going institutions and agencies. Of primary importance will be an evaluation of how involved former interns currently are in activities designed to make traditional institutions more responsive and less alienating for the clients they serve.

The determination of this information will be done by an evaluation and analysis of standardized individual interviews from the former interns which will be tape recorded. Specifically, the study will answer the following questions:

1. Do the former interns perceive the training they received through the Teacher Corps Program as adequate preparation for the role of "change agent" in established institutions?

2. To what extent are they presently operating as change agents?

The above information will be collected from a review of the interns taped responses to the following questions:

1. What types of employment have you held since the end of the Teachers Corps Program?

2. What were the major goals of the Teacher Corps Program?

3. Since one major goal of the Teacher Corps Program was to train individuals who could become "change agents" in society. In what ways do you feel you have operated as a "change agent" since the completion of the program?

4. Do you feel that your training in Teacher Corps was adequate preparation for you to operate as a "change agent" in the real world?

5. If you were given the responsibility of designing a training program to train people to work in correctional and/or disadvantaged settings with the object of producing "change agents," what suggestions would you make?

6. Have you noticed in yourself or in society, overall, in the past three years any shifts in attitude about the need for change and the nature of that change?

The intern responses will be rated on a standardized evaluation document (see Appendix A) and compiled to produce a generalized picture of intern opinion relative to the programs impact and influence on their careers and perceptions.

Importance for Research in This Area

There are few previous studies of Teacher Corps projects. The ones that have been conducted are basically psychological and confined to specific local problems (Corwin, 1973). Goldman (1966) studied 19 Teacher Corps interns, in comparison to non-interns, during their first year of service. On the Edward's personal-preference scale used, interns exhibited a greater need for personal achievement, autonomy, dominance, change and heterosexuality; they had lower scores of deference, order, exhibition, affiliation, abasement, nurturance and endurance. Further, their IQ scores

revealed high intelligence levels that were not reflected in their GRE scores. Hunt (1967) found that interns at the Syracuse University 10-week summer program became more liberal, more accepting of different viewpoints, and more understanding of individual differences. Corwin (1973) found that Teacher Corps tended to liberalize even more an already liberal group of interns. None of the above mentioned research went beyond an examination of the intern to an evaluation of the role that intern played in the larger picture of society. There is obviously a need for research which will do just that.

Further, the original proposal prepared by the University of Oregon promised (page 2):

> The program will be rigorously monitored and assessed so that at the completion of training some statements can be made that evaluate the impact of this effort upon the students, interns, the university, schools and community agencies. (proposal, 1970)

The section devoted to Research Evaluation and Procedure of the original proposal (page 66) states:

> The groups and efforts to be examined include:
>
> ...6. "structural effects" measurement, whereby research staff assesses on a pre- post-test basis, the change brought about by the program in the structure of the schools, the correctional institutions, and the university, as reflected in such things as curricula, student regulations, or student activities.

...7. "Critical Incident" description, whereby the research and program staff obtain detailed descriptions and evaluations of those crucial events which seem to emerge and reshape most social action endeavors.

To this point, three years after the completion of the project, little of this promise for evaluation has been fulfilled. The purpose of this study is to provide a part of that information.

CHAPTER II

METHODOLOGY

Interviews

The basic format of data collection revolved around conducting a series of tape recorded interviews with the former Teacher Corps interns. These interviews ranged from twenty minutes to forty-five minutes depending upon the responsiveness and wordiness of the particular intern involved. All interviewed interns were asked a standardized set of basic questions (see Appendix A). The interviews took place in a great variety of settings. They were conducted at the convenience of the former interns so often interviewing was done in a living room, a conference room, or perhaps even a luncheonette counter. This aspect of the interviews often produced interruptions in thought-lines and conversational direction, but all in all, it detracted little from the data collection. By eliminating a "laboratory" atmosphere and creating a situation that was more informal and natural the rememberances and emotions of the interns in respect to their former teacher corps experiences flowed more easily.

In addition, since one goal of the research was for the

interviewer to evaluate the interns as change agents in their present environment, the opportunity to see them in just that environment added a further set of sensibilities for the interviewer. These sensibilities were later very much a part of the reviewing process. At times they assisted greatly in making evaluations in borderline cases. A phrase, statement or opinion which did not seem to "ring true" given the physical and environmental surroundings witnessed during the interview could be evaluated from that perspective.

Analysis of Interviews

Each interview tape was first reviewed without interruption and the first impressions of the reviewer were recorded on the original evaluation instrument (Appendix B). Then, each tape was reviewed again approximately three weeks later on a stop-and-start format. Pertinent phrases, statements and references made by the interns were added to the observations on the original evaluation instrument. At the time of the second review, the reviewer realigned any judgments that seemed to be mismarked from the first review.

Study Subjects

The original Teacher Corps intern group was made up of twenty-nine (29) interns. Five (5) of those interns severed connections with the program before the completion of the two year training period for a variety of personal reasons. Two (2) interns completed their degree requirements before the end of the two years, but remained an integral part of the training and participatory aspects of the program. Of the twenty-four (24) interns who substantially completed the full two-year training and involvement with the Teacher Corps Program, nineteen (19) were interviewed.

Original Evaluation Instrument

The evaluation instrument used to record the data from the taped interviews went through two major editions (Appendix B, Appendix C). The original evaluation instrument was composed of four (4) main sections. Each section was designed to record a different aspect of the intern's activities since the end of the Teacher Corps program.

Section I deals with the nature and scope of the individual interns work experiences since the end of Teacher Corps. It in turn was subdivided into four (4) categories. They are education, corrections, public service, and private industry. Each of these categories is

CHART 2

INTERNS AT START OF PROGRAM
BY RACIAL CATEGORY

Ethnic Group	Interns at Start of Program	Interns at End of Program
Black	8	8
Chicano	10	8
Native American	2	2
White	8	6
Oriental	1	0
Total	29	24

CHART 3

INTERNS INTERVIEWED BY RACIAL CATEGORY

Ethnic Group	Interns Interviewed
Black	8
Chicano	6
Native American	2
White	3
Oriental	0
Total	19

further divided into more specific subdivisions which reflect more strictly the nature of the interns work activities. For example, under the education section, it can be recorded whether the intern worked at a secondary, elementary or college level job. Also included in this employment section is a column on the right hand side of each category in which can be recorded a brief description of the duties and responsibilities the intern assumed in each occupational experience since the end of the program. The data gained in Section I was used to answer such questions as:

1. How many interns worked in an educational setting in the time since the end of the program?
2. How many interns worked in a correctional setting, etc. ?

Included in this section also is a category that records the number of interns who completed their college education through the Teacher Corps Program, and the number who have gone on to obtain higher degrees. In addition to the concrete employment related data of this section, it was also possible to obtain a "feel" for the work experience of the intern as well as the specific nature of it. For example, it is possible in this section to distinguish an intern who has bounced from job to job in the intervening years from one who has been settled into a particular career or occupation.

Section II outlines the categories of desirable educational change as delineated in the Original Teacher Corps proposal (pages 6-8). These are the categories in which a judgment about the interns attempts at producing change and the success of those attempts can be recorded based on the original definitions of what constitutes positive change from the Teacher Corp perspective.

Section III of the original evaluation instrument is directly related to the first of the two research objectives of this study:

> Do the former interns perceive the training they received through the program as adequate preparation for the role of "change agent" in established institutions?

To simply ask this question of the interns was necessary but not sufficient in itself to provide an adequate answer. Therefore, a number of other indicators of intern perception of their training of a more specific nature were developed. One important indicator was a measurement of how much of the training was still important to or even included in their current thought and action patterns. To this purpose they were asked to relate the goals and objectives of the Teacher Corps that they could recall. Their responses were then compared to the listing of those goals and objectives in the original proposal (pages 9-11) and a determination was made as to how much they retained. Of particular importance was how many in this section

mentioned that the creation of a "change agent" was one of the major goals. Another series of indicators used in Section III consisted of a breakdown of the major training components of the Teacher Corps experience. The intern responses were rated in each component area. The assumption was that it would be incongruent for an intern to answer that he perceived the Teacher Corps training he received to be "adequate preparation" while at the same time not having at least a good number of positive indicator ratings in the important component areas.

Section III is also important for the purpose of an overall evaluation of the Teacher Corps Program. No program carries out all of its stated objectives with the emphasis and organization stated in the original proposal. Indicators such as those used in Section III not only measure the intern's perception of different elements of the program, but when viewed collectively, can be used to evaluate and determine in what areas the program was strongest and in what areas the program failed to live up to its announced expectations. Finally, Section III of the original evaluation instrument assessed the intern's opinion of their Teacher Corps experience in general terms. This was to gauge the interns' feelings about that experience with the benefit of three years of hindsight.

Section IV of the original evaluation instrument was a general

assessment of the intern as "change agent." The original Teacher Corps proposal delineated (page 3) the competancies that the program intended to generate in the intern teachers:

1. Intern drawn from an under-represented population.
2. Intern who attempts to establish "different kind" of relationship with hard to reach youth.
3. Intern who is knowledgeable about
   a. drug usage
   b. lifestyles of "disadvantaged"
   c. forces drawing youth to anomic existence.

According to the original proposal, an intern who satisfied these categories and criteria was operating effectively as a change agent. A final indicator was added which sought to estimate whether an intern was capable of working within a system for change while not being overwhelmed by that system.

Limitations of Original Evaluation Instrument

While working through the evaluation of the interview tapes, a number of weaknesses and limitations of the original evaluation instrument became apparent. For one thing, there was a clear disparity between a review of the original Teacher Corps proposal and the actual activities of the Teacher Corps experience. The original

evaluation instrument was based strongly on the rhetoric and goals and objectives of that original proposal. In terms of research technique, this was a sound and justifiable approach. However, certain other considerations must be contended with under this arrangement. The nature of the proposal itself was not by design a blueprint for social action. The form, structure and content of the original proposal were determined by and based upon the government "guidelines," as such, in many instances seems to do only what was required. This situation did not encourage a great deal of detail or specificity in terms of definition of terms or presentation of goals and objectives. Furthermore, there is sufficient evidence to assume that at least some of what was proposed in the original proposal was said more for its "acceptability" than because of any pressing commitment on the part of the proposal writers or program planners to follow up. The most obvious case of this from even a superficial reading of that original proposal was the classification of that Teacher Corps project as a "corrections" project. It was clearly enough a corrections project in terms of site location, but the language and rhetoric of the proposal is almost devoid of the correctional focus. Most of the proposal deals fairly exclusively with the "educational" aspects of goals and objectives. The connections or transference of this theory to a correctional context is largely left to the reader. The

original evaluation instrument would have reflected this situation also without some modification. Furthermore, the attempt to base the original evaluation instrument so much on the original proposal is undermined by the flexibility and adaptability of the Teacher Corps experience in practice, if not in words. The project was much more than a reflexive following of a proposal. The dynamics and interactions of such a systematically diverse and "alienated" intern group when brought into contact with an administration and project leadership which encouraged self-determination and democratic governance produced an experience much more complicated and significantly eventful than could have been prophesized in a document such as the original proposal. Many things grew out of the Teacher Corps experience that married "theory" and "practice" which would have been lost using only the words, phrases, and goals of the original proposal as a measurement instrument. For example, while the original language of the proposal was heavily slanted towards "educational change," the "change agent" concept was in fact also applied and encouraged in relationship to other societal arenas. Corrections, of course, is one example that would not be given due consideration in this context. Another example would be the intern participation in activities for change in large private industry operations which have so much impact on the quality of life in this

country. Shortly put, being a change agent comprises much more than the indicators of Section II and Section IV of the original evaluation instrument cover.

The problem of accurately defining just what other types and kinds of indicators could be focused upon the former intern's experience to evaluate them in a larger context as change agents was evident. The task becomes even more complicated when qualifications of change are introduced. For example, a principle focus of the Teacher Corps training attempted to educate the interns in the differences between "structural" vs. "clinical" change. Note this quotation from the Statement of Objectives (page 1):

> It is important to understand at the outset the philosophy which underlies this proposal. Deviant and delinquent youth can be perceived as persons who fail to fit in an otherwise healthy educational system, or deviant and delinquent youth can be viewed as symptoms of faculty systems. It is the latter orientation which stimulates the development of this proposal.

The project was committed to creating changes in systems and institutions as opposed to changing the troubled individual so that he could better fit into the status quo. However, a review of the original evaluation instrument's Section II and Section IV, which deal with the indicators of this, clearly shows that while talking of structural change, the proposal defines indicators of change nearly exclusively

in terms of observable variables in individual behavior of the clients. Based upon this dilemma, it would be very easy to make no distinction between interns engaged in structural versus clinical change. Since this distinction was a very clear implicit, if not explicit, goal of the Teacher Corps project, an evaluation tool such as the original evaluation instrument already discussed was clearly inadequate for the purposes of this research. It was therefore necessary to develop another evaluation tool which would avoid these shortcomings (Appendix C). The original evaluation instrument was not discarded however. The evaluations and data collected on them was and remains a valuable data pool which was incorporated into the decisions and conclusions made with the modified form.

Modified Evaluation Instrument

The modified evaluation instrument consisted of three (3) basic sections. In many ways it was a short-cut form of the original evaluation instrument. This was justifiable for at least two reasons. One reason was that since much of the information from the tapes had already been recorded on the rough draft, even by making the modified instrument more generalized, that information would not necessarily be lost and would still be available for reference and future use. Secondly, one major difficulty through the collection of data had been

the fact that much more information and data was generated in the interviews than could possibly be incorporated into the specific purpose of this research. The modified evaluation instrument attempted more closely to limit the data recorded to that which was directly related to the stated goals of the original proposal for this dissertation, namely:

> the attempt to answer the following questions - (1) Do the former interns perceive the training they received through the program as adequate preparation for the role of "change agent" in established institutions and (2) to what extent are they currently operating as change agents?

Sections 1 and 2 of the modified instrument are fairly mechanical recordings of taped material. Section 3, however, because it concentrates on the complicated issue of defining change and change agents, was much more difficult to pin down.

The first major definition that must be accomplished from the evaluations perspective is just what activities constitute proof that the intern is or has been engaged in change agent behavior. The second consideration, if the former intern is indeed acting as a change agent, is whether that change is of a clinical or structural nature. Finally, some judgment was necessary as to the degree of effort and involvement the former intern had devoted to this aspect of their activities.

The indicator areas upon which an assessment of change agent

behavior was based in the modified evaluation instrument are the following:

1. Evidence that the intern had attempted to influence others (co-workers, members of organizations, supervisors, etc.) to re-evaluate prior opinions, beliefs or commitments.
2. Evidence that the intern had attempted to innovate, transform or remodel some process, system or traditionally accepted functional relationship which had been established prior to their arrival.
3. Evidence that the intern had joined or collaborated with an already existing group or organization whose objective was as defined in number 2 above.
4. Evidence that the intern had started or inspired a group or organization as described in number 3 above.

It should be noted that for purposes of this study it was inconsequential whether or to what degree the activity for change was successful. The crucial factor was whether or not the intern did attempt to bring about change. Furthermore, it should be noted that these indicators allow for a much broader interpretation of change agent behavior than was possible under the educational-slanted, proposal-bound original evaluation instrument.

In reference to the categorization of that change related behavior into a clinical versus structural dichotomy, the following guidelines were used:

1. Classify as clinical that behavior which attempted to form, reform or otherwise model an individual or group which had evidenced some form of alienated or socially unacceptable behavior into a pattern of behavior that would, on the one hand, be more acceptable to society and, on the other hand, allow that "deviant" client or group to function within the societal status quo.
2. Classify as structural that behavior directed at the modification, reform or elimination of existing institutions or processes that generate situations and behavior within a given individual or group that lowers the quality of life and/or limits the exercise of options for that individual or group.

The matter of degree of involvement presented no real problems of evaluation. A judgment about the scope and extent of the involvement of the former intern in change related behavior in comparison to the other functions of his life was generalized into three (3) broad categories. Whether that involvement was small, moderate, or

extensive were sufficiently informative for purposes of this study.

Other Limitations of the Study

There are a number of other considerations that limit the scope and applicability of the present study. In the matter of interviewing former interns, an ideal situation would have been the interviewing of all former interns. Economically and geographically this was impossible to undertake. The interns who had moved from the state of Oregon were largely out of reach since the resources for this study were personally generated. The fact that nineteen (19) of the twenty-four (24) who finished the program remain in Oregon three years after the program says something positive not only about their Teacher Corps experience, but about Oregon also.

Another consideration in a study of this type relates to the changing "mood" of the social environment that all individuals must contend with. The Teacher Corps program was born and conducted in a much different environment than the country now experiences. Protest, reform and social action were high priority items of the young and concerned in the country in 1970. The country was engaged in a questionable war in a far off country; the cries of environmentalists about the quality and even continuity of life were loud. Perhaps most importantly, the economy was strong and buoyed at least from

the minority perspective by vast amounts of federal dollars that had been pumped into the areas of "unrest" to keep things quiet. It was a boom time for youth, minorities and protest. That no longer is the case. The country subsequently has been rocked and shocked by political scandal, economic downturn and a loss of international prestige. The response has been a period of conservative reaction. "Change" has been replaced by "survive" as the key note of the times. College campuses, once volitile with student dissatisfaction, are now mellow. Society, once vocal and demanding of answers to crucial questions, has been pounded by the very nature of the answers they sought into a cynical and pessimistic crowd wondering "What can happen next?." All of these changes have significance and impact upon the experiences that former interns have survived in the three years since the end of the fifty cycle program. The findings will remain valuable, but they must also be viewed in this different context, a context not predicted by the framers of the original proposal.

One final limitation to be considered is closely associated with the most positive aspect of the study. The data collected through this study is as accurately as possible a voluntary reflection of former interns' thoughts and feelings. Because it is their revelation of their Teacher Corps experience, it is substantially un-verifiable. The researcher must simply take their word for it. There are many

obvious influences that could shape and color the former intern responses to the questions on the interview schedule, none of which can be proved or disproved. For example, there is the "right answer syndrome" that every interviewer must contend with. If the American education system has done nothing else, it has conditioned its students to always try and give the "right answer" to any question put to them. The problem is that "right" in this case means the answer that the interviewee feels the interviewer wants to hear. Another similar influence that could possibly distort this interview process is the "guilt" complex. The Teacher Corps program was very consistent in continuously urging the interns towards prescribed goals, objectives and desirable behavior. If in the time since the end of the program they have not actively carried out these activities, there is a tendency by some to cover that up. The goal is not necessarily to make themselves look good, but perhaps to ease somewhat a conscience that must reconcile the rhetoric of the past with the behavior of the present.

Thirdly, it must be remembered that three years is a long time. Memory serves some better than others and can not be discounted as a limitation upon the type of data collected for this study. Additionally, it's possible that they could all just be lying. Minorities and disadvantaged populations have not been historically well rewarded for telling the truth to the "man." So for these reasons, the study was in

a sense at their mercy. At least on this small scale, the tables were turned.

Perhaps the most unfortunate aspect of the limitations of this study was built into the original Teacher Corps proposal. The lack of an appropriate pre-test given to the interns before or soon after their entrance into the program covering the areas of concern of this study and other important topics such as governance, theoretical background, etc., makes it essentially impossible to attribute conclusively their present status to their Teacher Corps training. Section IV of the original evaluation instrument was especially vunerable to this criticism.

CHAPTER III

RESULTS OF THE STUDY

Secondary Classroom Work

Eight of the nineteen (19) interns (42%) interviewed were currently working or had at one time worked in a secondary classroom setting since the completion of the training program. One of the primary goals of the fifth cycle project was to train teachers for this function. Forty-two percent (42%) does not represent a high percentage of success in this area. Consideration must be made, however, for the information of Table 2, Chapter III. Fifteen (15) of nineteen (19) interns interviewed (78%) had worked in "education" in some form since the completion of the fifth cycle. The range of activities included in "education" covered such work as the elementary or middle school classroom to work as the placement counselor for the High School Equivalency Program (HEP) at the University of Oregon. In addition, the job market for secondary classroom teachers nationwide as well as in the state of Oregon has been steadily declining for the past three years. It is evident from the information of Tables 1 and 2, that at the basic level of involving more minority

TABLE 1.--Interns who have worked in secondary education classrooms

Ethnic Group/Sex	Yes	No
White Male	1	1
White Female		1
Black Male		4
Black Female	2	2
Chicano Male	2	1
Chicano Female	2	1
Native American Male	1	
Native American Female		1
Total	8	11

TABLE 2.--Interns who have worked in "education" in some form

Ethnic Group/Sex	Yes	No
White Male	1	1
White Female		1
Black Male	2	2
Black Female	4	
Chicano Male	3	
Chicano Female	3	
Native American Male	1	
Native American Female	1	
Total	15	4

college graduates in the "schooling" process, the fifth cycle Teacher Corps program was successful.

This is reflected in Table 3 indicating the educational achievement of former interns. Fourteen (14) of nineteen (73%) completed the Bachelor's Degree. Only nine (9) of nineteen (47%) however became certified to teach in secondary schools. Twelve (12) of the interns (63%) have gone on to take some graduate work while two (2) have received Master's Degrees. No intern, as yet, has completed a Doctorate Degree. If the Teacher Corps did nothing else, it did achieve one goal of assisting many minority individuals to complete a college education.

TABLE 3.--Educational achievement of interns

Ethnic Group/ Sex	BS Degree		Certified		Graduate	M.A.	Ph.D.
	Yes	No	Yes	No	Classes	Degree	Degree
White Male	2		1	1	1		
White Female	1		1		1		
Black Male	2	2		3	2		
Black Female	3	1	3	1	3		
Chicano Male	2	1	1	2		1	
Chicano Female	3		2	1	3	1	
Native American Male	1	1					
Native American Female		1		1			
Total	14	5	9	10	12	2	0

Work in a Correctional Setting

The results of the research to determine how effective the training program was in motivating and preparing minority interns for jobs in a correctional setting are overwhelming. Eighteen (18) of the nineteen interns interviewed (95%) chose not to develop a career in this area. Since the fifth cycle program was specified as a "correctional" program with an organization and goal explicitly designed to open up the juvenile corrections field to the intern group, this area of the program must be classified as a major failure.

TABLE 4.--Interns who have worked in correctional institutions

Ethnic Group/Sex	Yes	No
White Male		2
White Female		1
Black Male		4
Black Female	1	3
Chicano Male		3
Chicano Female		3
Native American Male		1
Native American Female		1
Total	1	18

Contributing factors to this failure are numerous. It is significant to note that in Table 6, when interns were asked to recall

the goals and objectives of the program, only four (4) of the nineteen (21%) mentioned that training for work in a correctional setting was an objective of the program. This indicates that program focus failed to impress upon the interns the importance of this objective.

Residential Location of Interns

The Portland area was able to attract and retain eleven (11) of the nineteen (19) interns interviewed (57%). The Woodburn/Salem area atteacted only two (10%). The remaining six interns (33%) all chose to live and work in some other Oregon small town setting.

TABLE 5.--Intern residence information at time of interview

Ethnic Group/ Sex	Portland	Woodburn/ Salem	Urban	Other Sm. town	Rural
White Male	1			1	
White Female	1				
Black Male	3			1	
Black Female	4				
Chicano Male		1		2	
Chicano Female	1	1		1	
Native American Male				1	
Native American Female	1				
Total	11	2	0	6	0

The primary reason for the large percentage in Portland is the location of the only large Black population center of the state in that city. Of the eight (8) Black interns interviewed, seven (87%) reside in Portland. Additionally, for all individuals regardless of ethnic group, Portland represents the largest potential job market in the state.

In terms of ethnic group residential preference, it is also clear that the Chicano intern population overwhelmingly prefers the small town setting to the rural or urban setting. Of the six (6) Chicano interns interviewed, five (83%) prefer a small town. The relative small number of white and Native American interns interviewed allow no generalizations about the residential preference patterns of those groups.

Intern Perception of Teacher Corps Training

Intern Perception of Teacher Corps Training

A. Question: Do the former interns perceive the training they received through the Teacher Corps program as adequate preparation for the role of "change agent" in established institutions?

The results, as indicated in Table 6, show no conclusive feeling by the former intern group in regard to this area. Approximately 47%

TABLE 6.--Program goal recall and identification

Ethnic Group/ Sex	Creation of Change Agent		Work in Corrections		Assist Minorities to Complete School	
	Yes	No	Yes	No	Yes	No
White Male	1	1		2	1	1
White Female	1			1	1	
Black Male	2	2	1	3	4	
Black Female		4		4	3	1
Chicano Male	1	2		3	2	1
Chicano Female		3	2	1	2	1
Native American Male	1		1			1
Native American Female	1			1	1	
Total	7	12	4	15	14	5

of those interns interviewed answered yes and 47% answered no to the above question. Although this represents a statistical "tie," it in effect represents an undesirable showing in terms of intern perception of training. A further indication of the failure of the program to generate a strong change-oriented alumni group is reflected in the findings of Table 6. While the original proposal emphasized the creation of education change agents, correctional change agents and the need to renovate traditional theories and practices, the intern groups recall of the program objectives shows that another area was in the end more important to them. Fourteen (14) of nineteen interns (73%) listed the goal of "assisting minorities to complete school" as

a major program objective. Comparatively, only seven (7) of nineteen interns (36%) listed "creation of change agents" as a major objective and a very disappointing four (4) of nineteen interns (21%) mentioned that to "work in corrections" was a major program goal. Such results indicate that contrary to the rhetoric of change entombed in the project proposal, in spite of the emphasis for socially responsible action supported by the atmosphere of the college campuses at the time and regardless of the professed commitment of the intern group to the objectives of the project, in many instances the program must have been viewed by the interns as primarily a federal scholarship program, the principal purpose of which was to make it possible for them to complete their college education. If this goal was indeed the unwritten agenda of many, the program was significantly successful in this area as shown by Table 3. Fourteen (14) of the nineteen interns (73%) did indeed gain a Bachelors Degree by the end of the program in addition to the two interns who attained their degree and left the program before its completion. This particular phenomenon is also consistent with the high percentage of interns (68%) who indicated in Table 8 a high regard for their past Teacher Corps experience in general. For although the intern opinion about the adequacy of training as a change agent was not overwhelming, this did not detract from the overall favorable opinion held

TABLE 7. --Perception of adequate preparation as change agent

Ethnic Group/Sex	Yes	No	Other	No Comment
White Male	2			
White Female		1		
Black Male	1	3		
Black Female	3	1		
Chicano Male	1	2		
Chicano Female	1	1	1	
Native American Male	1			
Native American Female		1		
Total	9	9	1	0

TABLE 8. --General assessment of intern opinion of program

Ethnic Group/ Sex	Harmful	Helpful	Neutral	Very Positive	Essential
White Male				2	
White Female		1			
Black Male	1	2		1	
Black Female				4	
Chicano Male				3	
Chicano Female		1		2	
Native American Male					1
Native American Female	1				
Total	2	4	0	12	1

of Teacher Corps.

Change Agent Behavior

Question: To what extent are they (interns) currently operating in that capacity (as change agents)?

Educational Change

As shown in Table 9, nine (9) of nineteen interns (47%) have engaged in no activities of educational change since the completion of the fifth cycle program. Of those interns who have participated in some form of change related behavior, five (26%) have been engaged in change of a clinical nature while one (5%) has been engaged in change of a structural orientation. Four other interns (21%) have engaged in behavior that incorporates elements of both clinical and structural change. Since structurally-orientated change agent behavior was ultimately the professed goal of the program, only 26% of the interns at the most have been engaged in behavior of that kind. More strictly, only one (5%) of the interns interviewed was performing in a manner desired and predicted by the change agent elements of the project.

Correctional Change

As shown in Table 10, eighteen (18) of nineteen interns (94%)

TABLE 9.--Change agent behavior in an educational setting

Ethnic Group/ Sex	No	Yes: Clinical L[a]	Clinical M[b]	Clinical E[c]	Structural L	Structural M	Structural E	Both L	Both M	Both E	NB
White Male	1					1					
White Female	1										
Black Male	3								1		
Black Female	2		2								
Chicano Male			1	1						1	
Chicano Female	1									2	
Nat. Amer. Male				1							
Nat. Amer. Female											
Total	9	0	3	2	0	1	0	0	1	3	0

[a]L = Little [b]M = Moderate [c]E = Extensive

TABLE 10.--Change agent behavior in correctional setting

Ethnic Group/ Sex	No	Yes: Clinical L[a]	Clinical M[b]	Clinical E[c]	Structural L	Structural M	Structural E	Both L	Both M	Both E	NB
White Male	2										
White Female	1										
Black Male	4										
Black Female	3	1									
Chicano Male	3										
Chicano Female	3										
Nat. Amer. Male	1										
Nat. Amer. Female	1										
Total	18	1	0	0	0	0	0	0	0	0	0

[a]L = Little [b]M = Moderate [c]E = Extensive

have engaged in no correctional change since the completion of the fifth cycle proposal. The only intern involved in any kind of correctional change was of a small degree and a clinical nature. For all practical purposes it is accurate to say that no former interns are operating as desired and predicted in the area of correctional change on a structurally significant basis.

Community Change

As shown in Table 11, eleven (11) of nineteen interns (57%) have engaged in no community change related behavior since the end of the fifth cycle project. Three (3) interns (15%) have been involved in clinical change within the community. Two (2) interns (10%) have performed behavior that incorporates some elements of both clinical and structural change while another three interns (15%) have been involved in the desired structural kinds of change as predicted by the proposal.

Change in Other Settings

As shown in Table 12, only one intern (5%) of those interviewed has been involved in change related behavior of a kind not covered by the above three categories. This individual was a plaintive in a class action suit filed by the government against discrimination in the

TABLE 11. --Change agent behavior in community setting

Ethnic Group/ Sex	No	Yes: Clinical L[a]	Clinical M[b]	Clinical E[c]	Structural L	Structural M	Structural E	Both L	Both M	Both E	NB
White Male	2										
White Female	1										
Black Male	3						1				
Black Female	3	1									
Chicano Male			1			1				1	
Chicano Female	2								1		
Nat. Amer. Male				1							
Nat. Amer. Female							1				
Total	11	1	1	1	0	1	2	0	1	1	0

[a]L = Little [b]M = Moderate [c]E = Extensive

TABLE 12. --Change agent behavior in other settings

Ethnic Group/ Sex	No	Yes: Clinical L[a]	Clinical M[b]	Clinical E[c]	Structural L	Structural M	Structural E	Both L	Both M	Both E	NB
White Male	2										
White Female	1										
Black Male	3						1				
Black Female	4										
Chicano Male	3										
Chicano Female	3										
Nat. Amer. Male	1										
Nat. Amer. Female	1										
Total	18	0	0	0	0	0	1	0	0	0	0

[a]L = Little [b]M = Moderate [c]E = Extensive

building trades and craft unions and qualifies as structural change of the kind desired by the original proposal.

Sex and Minority Group Characteristics

Male vs. Female

In terms of occupational choice there is little apparent distinction between the sexes when related to the goals of the project. Four (4) males and four (4) females have experienced work in the secondary education classroom while only a single intern, a female, has worked in a correctional setting. Seven (7) males have worked in "education" in some form as compared to eight (8) females. In terms of educational achievement, seven (7) males and seven (7) females received Bachelor's Degrees while the females have a three-to-one edge in those interns who also achieved certification. One male and one female have gone on to gain Master's Degrees. In the area of program recall and identification of program goals, there does appear a significant difference in the sexually categorized responses of interns. Five (5) males as compared to only two (2) females indicated that the creation of a change agent was a program goal. In the other areas of recall the two groups have no significant differences of responses. The same is true of the change agent

behavior pattern. The number of interns engaging in change-related behavior in each of the categories is so small that no useful comparisons can be made along sexual lines.

The Black Minority

In terms of work in the secondary education classroom, Blacks have not placed high in this area. Of the eight (8) Blacks interviewed, only two (2) Black females have done work in that area. All four of the Black males interviewed have not worked in a secondary classroom although two have worked in "education" in some form. Five (5) of the eight Blacks have achieved their Bachelor's Degree with the Black women having a three-to-two edge. None of the four (4) Black males received certification while three (3) of the four Black females did so. Not surprisingly since Portland represents the only large scale Black community in Oregon, seven (7) of eight Black former interns reside in the Portland area, the other Black lives in a small town setting.

In the area of program goal recall and identification, the performance of the Black former interns shows a number of interesting results. For example, six (6) of the eight Blacks (no Black females) did not list the creation of change agents as a program goal, while on the other hand, seven (7) of eight Blacks listed the

completion of school as a program goal. Of the nineteen interns interviewed, only four (4) listed "to work in corrections" as a goal, but only one Black listed it as such. Oddly enough, the only intern working in corrections was a Black female.

On the issue of whether the program adequately prepared the interns as change agents, the results within the Black group were four (4) yes and four (4) no. However, these votes were divided along sexual lines with three (3) Black females answering yes along with one (1) Black male, and three (3) Black males answering no along with one (1) Black female. In terms of actual activity as change agents, the Black group was not very active. Two (2) Black females were active in educational change primarily of a clinical nature and only one (1) Black male was involved in educational change of any kind; that being a combination of both structural and clinical change. The only intern involved in correctional change was a Black female, but her involvement was of a very limited clinical nature. Surprisingly, although the project was basically located in settings that were Black oriented, only three (3) Blacks have subsequently been involved in community change oriented behavior. The last area of significant difference within the Black minority group was in the general assessment of intern opinion of the program. All four Black females indicated a very positive opinion in this area, while a Black male was

one of only two former interns who indicated that the program had been harmful to him. Two other Black males indicated that the program had been helpful, but only one was willing to accord the program the "very positive" ratings of the Black females.

The Chicano Minority

As a group, in many ways the Chicano former interns have come closest to a number of program objectives. Four (4) of the six (6) Chicano interns have worked in the secondary classroom. Additionally, all six Chicano former interns have worked in "education" in some form. This is compared, however, to the fact that no Chicano former interns have worked in a correctional setting. In terms of education, the Chicano group has also rated high. Five (5) of the six Chicano former interns received Bachelor's Degrees. Additionally, both of the former interns who went on to gain Master's Degrees were Chicano. Geographically, the Chicano former intern population has settled in the small town atmosphere with only one (1) Chicano female living in the urban area of Portland.

In terms of program recall, however, the Chicano minority was basically reflective of the total intern groups' responses. Five (5) of the six Chicanos did not identify the creation of change agents as a program goal, while four (4) of six did list the completion of a

CHART 4

INTERN COMPONENT RATINGS
(Section C - Original Evaluation Instrument Schedule)

	Neutral	Positive	Negative	No Comment
Seminars	1	12	4	2
Classroom Tactics and Strategies		12	4	3
Teacher Corps Administrative Support		12	3	4
Support from Institution	3	1	9	6
Support from University	8			11
Personal/Domestic Support		7	4	8
Field-Centered Component		17	2	
Team Concept		13	1	6
University Personnel	3	6		10
Computational/ Communication Skills		3		16
Teaching of Reading			1	18
Workload	2	1	10	6
Team Leaders		9	3	6
Community Involvement	1	14	3	1
Inter-Intra Personal Skills		14	2	3
Academic Component		9	10	
Selection/Recruitment	2	10	1	6

III, C of the original evaluation instrument attempted to support the interns' expressions of opinion about the Teacher Corps program by having them respond to a number of the component parts of the

college degree as such. Two (2) of the four former interns who listed a career in corrections as a program goal were Chicano, although none actually followed that goal through. The results of the question about whether the Teacher Corps was adequate preparation for operating as a change agent was inconclusive in the Chicano group also. Three (3) answered no, two (2) answered yes and one in effect answered neither.

In the area of change agent behavior, the Chicano group showed very poorly in the correctional area, but was among the most active of the interns in the educational and community categories.

White and Native American
Ethnic Groups

The comparatively small numbers of interns interviewed from these respective groups makes it impossible to speak of any significant group characteristics.

Intern Evaluation of Project Components

The information and findings presented in this section are taken from the data collected in section III, C of the original evaluation instrument (Appendix B). As described in Chapter II, section

program with the expectation that the aggravation of these individual expressions would provide support for a generalized interpretation of the program as a whole.

While this section is in some ways tangential and supplemental to the strictly interpretated research proposals of this paper, it is nevertheless very useful and valuable information about the strengths and weaknesses of the Teacher Corps project. As such it will be included for the purpose of presenting a fuller picture of that project as seen through the eyes of the former intern group.

Project Components Receiving a Negative Rating

Local Site Administrative Support

Nine (9) of nineteen interns interviewed (47%) indicated that they felt negatively about the support afforded them in terms of activity at the respective sites. This is compared to only one (1) intern who expressed a positive opinion about the supportive role of site administration. In addition, six (6) interns (31%) responded with a "no comment" about this program component while three (3) interns indicated a "neutral" response. The combined total of those interns who responded in the negative and those who responded with "no comment" is a heavy 78%. This indicates without much doubt

a generalized feeling among the former intern group that local support of project activities and objectives was not overwhelming to say the least.

Intern Workload

The other component of the project that received the heaviest negative responses was the workload and varied expectations for which interns were held responsible. Ten (10) interns (52%) indicated a negative response in this area, six (6) interns (31%) did not comment and only one (1) intern was positive about the workload requirements. An objective examination of these often conflicting responsibilities tends to add credence to this complaint. The interns were indeed very busy as described in Chapter I. They had responsibilities for site work, university classrooms, community activity as well as other program-related matters such as team and total program meetings. It should be mentioned also that not all individuals or teams fulfilled all of these responsibilities with equal gusto at all times. Individual and team performance in these areas was largely reflective of the personalities and abilities of the team leaders and members at the various sites.

Project Components Receiving a Positive Rating

There are nine (9) basic components of the program that received positive ratings by the interns. They can be organized into structural, personal and content categories.

Structural

Seventeen (17) of nineteen interns (89%), an overwhelming majority, were in favor of the field-centered nature of the program. Only two (2) interns (11%) were negative about this aspect of the program. Generally, the interns felt that the real life exposure and experience of working in a functioning educational or correctional environment was far superior in terms of providing them a viable taste of those professions than anything they could have achieved on the college campus. This field centered aspect of the training was one of the major innovations from the perspective of the university. At least in terms of the perceptions of the former interns who experienced this training, it was highly successful.

The team concept also received very high positive ratings by the former intern group. Thirteen (13) of nineteen interns (68%) responded positively, while only one intern responded negatively in this area. Five (5) interns had no comment. This substantial

majority of interns who favored the team concept emphasized that the other team members provided a support mechanism that to a degree counter-balanced the effects of a sometimes hostile or uncooperative environment. The team concept not only offered an opportunity for individuals to develop knowledge and sensitivity to the perspectives and viewpoints of other minority and cultural groups, but it also added a dimension of peer pressure for performance that is usually lacking in traditional teacher training sessions. Although only one (1) intern expressed a negative rating for the team concept, this is not to say that all interns were equally happy or satisfied with every aspect of this innovation. Some of the more common complaints zeroed in on the use of the team or group as a crutch for an individual's sub-standard performance. This criticism however was always overweighed by the positive aspects and dynamics of the group interaction that resulted from the team process. In several cases, the team setting was indeed the savior of a number of individuals whose behavior had been marginal in some ways. Without the operation of the team concept, most interns felt the successes the program did achieve would possibly not have been accomplished.

The third and final structural component is tied closely with the above mentioned team concept. The team leader position in general received favorable ratings, although not as favorable as the

other two structural components. Nine (9) of the nineteen interns (47%) rated team leaders as positive, while only three (3) interns (15%) rated them negative. Six (6) interns (31%) rated team leaders in the "no comment" category and one (1) intern's opinion was neutral. The less conclusive results of the team leader ratings are only reflective of the diversity of team leader abilities and personalities during that two-year period.

Personal

One of the most useful aspects of the Teachers Corps training on the career development of interns in their opinion was the inter-intra-personal skills which the program provided. Fourteen (14) of nineteen interns indicated a positive response in this area as compared to two (2) interns who indicated the program had a negative affect in this area. The Teacher Corps put people in a fluid and dynamic environment where they were forced to deal with people of differing culture, background and commitment. The Teacher Corps also attempted to provide a framework in which the conflict inherent in such an arrangement could be channelled into constructive efforts and activities. Most interns questioned indicated that the experience of working with diverse cultural and class groups which they had during Teacher Corps served them well in a wide range of business,

professional and career situations since the end of the project. This feeling was evident regardless of the career role the former intern was now playing. In addition, the patterns of analysis, use of logic and reason, and emphasis on "accountability" stressed by the program increased the self-awareness and inner knowledge in the case of most interns. This made possible a more satisfactory adjustment by the majority of interns who answered in the positive on this component to the stresses and strains of a society which has always been psychologically trying for minority or alienated group members.

On a program basis, a majority of the interns, twelve (12) of nineteen (63%) indicated that the Teacher Corps administration performed in a positive manner in the matter of providing personal support for interns in conflict situations with local site administrations. As mentioned before, this was frequently an area of contention during the course of the two-year period. Four (4) interns (21%), however, indicated that the site administration performed negatively in this capacity. This area was a very sensitive and crucial one for the program. In many respects, the Teacher Corps administration was caught in a crossfire. If the Teacher Corps administration had abandoned the interns' interest in the quest for more total site administration backing, a split within the program would have developed. On the other hand, if the Teacher Corps administration

had merely championed every intern complaint or unfounded position, no acceptance or influence within the cooperating site could have been realized. The fact that 63% of the interns indicated a favorable opinion about how well the Teacher Corps administration balanced these two positions is a positive statement about the ability of that administration to successfully walk that tightrope.

Content

The final category of components that received positive intern ratings includes classroom tactics and strategies, seminars and community involvement. For both tactics/strategies and seminars, twelve (12) interns (63%) responded positively while four (4) interns (21%) indicated negative performance in these areas. Such a high rating is significant because it indicates that interns felt positively about the programs offerings in these areas who did not go on into teaching careers as well as those who eventually entered the classroom. The high rating logically was influenced by the marriage between theory and practice that the intern experience represented. Because the interns were faced with the daily pressures of performing the teaching role in a functioning educational institution, the insights and lessons of the training classroom and seminars had infinitely more meaning to them than they would have to a comparative

teacher training student whose only concerns centered around passing the class.

The same is true for the most part in the community involvement section. Fourteen (14) of nineteen interns (73%) indicated a positive response in this area, three (3) interns (15%) indicated a negative response. As mentioned before, the heavy workload demands on interns frequently made the community involvement portion of their workday the place where they may have "cheated" a little. In other circumstances, for example, with a group of teacher trainees whose background was predominately majority culture/middle class, such a situation may have been more harmful. In fact, the intern group for all practical purposes was the community. In truth, it was more of an idealized integrated community reflective of a diverse cultural make-up than can be found in most "real" settings. When this fact was combined with the field centered nature of the program, the resulting learning experience provided not only a chance for cross-cultural community involvement awareness on the part of the individual interns, but an opportunity for "creating" a community which the project was by the end of the two-year period.

Project Components Receiving a Divided Rating

Academic Component

Nine (9) interns (47%) indicated a positive response to the academic component while ten (10) interns (53%) indicated a negative response. This apparent stand off was the only component researched in which there was such a divided opinion in the former intern group. Evidently, the academic component provided a valuable and useful experience for approximately half of the intern group. The complaints of those who felt negatively about this component included interns who felt it was not challenging enough. Such a difference of opinion is predictable considering the range of prior academic success of the intern group. Fundamentally, the fact that at least in the opinion of the former intern group, the ability of the Teacher Corps to provide a viable academic offering in a wide range of different subject areas under an innovative and experimental format was achieved to a satisfactory degree.

Project Components Receiving Little Comment

In an open ended interview format such as used in this research, it is often the case that what is not said can have as much significance and importance as what is said. Four (4) components fall into this

category from the intern responses. Computational/communication skills and teaching of reading were listed in the original proposal as areas in which the interns who received extensive training and gain significant skill. In fact these two areas were little emphasized in the performance of the project. The computational/communication skill component was never even clearly defined in the original proposal, while the only gesture towards teaching of reading on a formal basis was a one quarter class offered in the first year of the project. This lack of emphasis is reflected in both of these areas by the intern responses. The teaching of reading component was not commented on by eighteen interns (94%), while the one intern who did offer a statement - offered a negative one. The computational/communication skill component received sixteen (84%) ratings in the "no comment" area with only three (15%) indicating a positive response. Such results indicated not that the project did these components poorly, but that the project did not do them as well as other areas.

The other two components receiving a high number of "no comment" ratings were University personnel and support from University administration. Eleven (11) interns (57%) rated no comment responses in the support from University administration component while ten (10) interns (52%) rated no comment responses to

the University personnel component. University personnel did receive six (31%) positive ratings while support from University administration received "0" in this area with the other eight (8) interns (48%) rated them neutral. Both of these patterns seem to support the field centered nature of the program.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

Included in the War on Poverty of the decade of the 1960's was a nationwide movement on the college and university campuses to give more access to higher education to minority and alienated students. One such program generated at the University of Oregon in 1970 was the Teacher Corps Corrections Program. This program was funded by the National Teacher Corps, an agency of the Department of Health, Education and Welfare using the University of Oregon as the prime contracting agent. Also involved with the program as cooperating sites were the Portland Public Schools' high schools of Jefferson and Adams, as well as Maclaren and Hillcrest, the state juvenile correctional facilities.

The Teacher Corps had a list of ambitious goals and objectives that were to be accomplished in the two-year period of the program. The program was to recruit an intern group on the junior undergraduate level and train them to be teachers capable of working with alienated and minority populations in either an urban school or

correctional setting. Furthermore, the intern group was to be selected from the same types of populations that were the target groups of the program. The program had a strong theoretical orientation in its administrative staff directed at the need for accomplishing structural change in established institutions and training a new kind of teacher able to operate as a change agent in that setting.

This study is a follow-up as to how effective the training received by that intern group has been in producing the behavior pattern of change generation predicted by the original proposal for the Teacher Corps Correction Project. Specifically this research attempted to answer the following two questions:

1. Do the former interns perceive the training they received through the Teacher Corps program as adequate preparation for the role of "change agent"?

2. To what extent are former interns presently operating in the capacity of "change agents"?

The data was collected by recorded interviews with the former interns which were then analyzed and tabulated on a standardized evaluation form.

Conclusions

Research Objective #1 - Do the former interns perceive the training they received through the Teacher Corps program as adequate preparation for the role of "change agent"?

The former intern group was evenly divided on the above question. Nine (9) interns felt that the program did adequately train them while nine (9) felt that it did not. One intern answered both yes and no. They felt that the program was adequate in some areas and inadequate in others. The most obvious question that grows from the nine yes indications is, if the training was adequate, why hasn't more change been attempted than indicated in Chapter III? The nine indicators in the negative seem to have more justification for their position.

The answer to that question is of course that other variables are at work in the complex social framework of which the Teacher Corps was a part. A one to one positive correlation does not hold between the training an intern received and the performance of the objective of that training. An intern who is not acting as a change agent may very well feel that the cause of their inactivity does not lie in the training received in Teacher Corps but in some other variable.

The dominant indication of what interns did perceive about their training in Teacher Corps was that its primary purpose was not the creation of change agents or workers in the corrections field, but the creation of college educated minority group alumni. Furthermore, the interns by a heavy majority indicate that the total Teacher Corps experience was a very positive and useful one for them. This corresponds with the successful achievement by the program of what interns held as their most important objective-graduation. Fourteen (14) of the nineteen interns received a B.S. degree at the completion of the program. An additional two former interns expect to graduate this academic year. Two former interns have completed Master's Degrees. This ratio of credentialing success is significantly greater than what could have been expected from such a group of undergraduate interns without the benefit of the Teacher Corps experience. The Teacher Corps project staff had brought to the project an administrative family with a wide range of knowledge and understanding into the problems of domestic and individual adjustment in hostile sociological surroundings. The Teacher Corps intern group was by design selected from alienated stock. Culturally and individually, many of the interns had manifested behavior prior to the program that was reflective of the locking out mechanisms inherent in many American institutions. Poor prior academic adjustment, anti-social

behavior, or even criminal behavior patterns, hostility and open dissatisfaction with traditionally accepted societal norms were not uncommon traits within the intern group at the beginning of the program. When these types of social and cultural pressures are piled onto the already difficult adjustment period that the college years represent in the maturation of young adults, it is not surprising that the personal as well as social lives of the intern group were at times on shaky ground. In a number of cases the Teacher Corps administration went beyond the call of duty to deal with these circumstances. Such support would not have been as available to the individual interns if they had not been a part of the innovative field centered experiment that Teacher Corps represented. Undoubtedly this extra measure of attention was the difference between success and failure for some interns.

Research Objective #2 - To what extent are former interns presently operating in the capacity of "change agents"?

Former interns at this point have done little to live up to the predicted change agent behavior pattern of the original Teacher Corps proposal. In none of the four areas investigated in this research; educational change, correctional change, community change, and other types of change, has the former intern group been instrumental

in designing or implementing structural change on a significant scale. Of the four areas, the record is worse in the increasingly important area of correctional change. The Teacher Corps proposal was after all a correctional program. Only one intern chose that area for a career.

There are several reasons that a large number of correctional careers did not develop within the intern group. The juvenile correction institutions in Oregon are not geographically or socially attractive to minority individuals. Society has historically isolated correctional institutions in out of the way rural settings. This is fundamentally true of Maclaren School for Boys and Hillcrest School for Girls located in Woodburn and outside of Salem respectively. In addition, the predominately all majority culture make-up of the staffs and administrations at those institutions is often perceived by minorities to be an uncomfortable work environment.

Other factors that had an impact on the lack of interns continuing a career in juvenile corrections were related to individual and institutional attitudes of hostility and resistance to the intern group generally and the Teacher Corps concepts of innovation particularly. Interns were perceived in many instances at the correctional sites as outsiders and/or trouble makers. Often this hostility and suspicion was returned by the interns in terms of

performance or lack of it. The juvenile corrections picture was further confused by the vacillation and changes of direction in state policy during the time period (1970-1972) involved. The state legislature was in the process of reorganizing the state juvenile corrections facilities and combining Maclaren and Hillcrest populations into a co-educational facility located at Maclaren. Later this plan met heavy opposition and the resulting stalemate and uncertainty made the prospects of career development in that area an unattractive one to many interns. This reorganization when combined with the civil service nature of many staff positions, the pressures of legislative directives for budget reduction, and the facts of a deepening economic recession nationwide which increased the competition for what few openings were available in juvenile corrections at the state level all acted to discourage intern movement into this career field.

These factors do not however explain the whole story of why performance in this crucial area was so far from the stated objectives of the program. It must be pointed out that while the program interns received their training at the state juvenile corrections institutions, these are not the only sources of employment potential in the field of corrections. Portland for example has begun to experiment with the concept of community-based juvenile corrections

through the development of a youth diversion program. It would seem that the field-centered community-based training the interns received during Teacher Corps would not only make them potentially valuable to this movement in juvenile corrections, but that it would in turn seem an attractive and desirable career for them.

The inevitable conclusion in terms of the Teacher Corps goal of training minority personnel for juvenile corrections careers is that not much return came from the effort expended.

In terms of change, the community area demonstrated the most activity. The chicano ethnic group exercising more change related behavior in this area than either the Black or white ethnic groups.

In the area of educational change, most efforts of the former intern group were along clinical as opposed to structural lines. The "other" category was distinguished only by a class action law suit against union discrimination which one of the former interns was a litigant.

There are at least four reasons for this lack of performance to date by the former intern group in the achievement of societal change. Institutional resistance to change is one primary reason. Although the original proposal describes the traditional inertia of large institutions to systematically planned changes generated from outside influences, this fact, if anything, was underestimated.

During the years that programs like Teacher Corps were being formulated and carried out, many skeptics sneered at the efforts of these poverty programs. Realistically, many of the programs and activities of that era would not have been attempted by cooperating institutions such as the University of Oregon in more quiet times and without the benefit of the federal dollars involved. Unfortunately, this very aspect of the era produced an environment in which such programs and proponents of change were viewed as "outsiders" and trouble makers by the traditional elements of the status quo. This reception of anxiety, even fear, prevented the incorporation of many valid complaints, arguments and suggestions by those dissatisfied groups into the mainline of institutional action.

Institutions, as well as individuals, act to protect their own self-interest and to perpetuate whatever power and prestige is at their disposal. For several generations, the public and private institutions of this country have reflected the interest and benefit of the majority culture. Those institutions remain solidly under the control of that group today. Legally, financially and by right of residency in key administrative positions, those institutions, however well meaning they wish to be or sound, do not protect or reflect the minority interest of alienated or underprivileged populations. A temporary, outside sponsored, young and inexperienced group of

people committed to change such as the Teacher Corps represented is far out manned in terms of resources and power in competition with these established interests.

Interns spent one year each at a correctional and public school site. The opinions formed are applicable to both experiences. The general opinion reflected by the former intern group was that they were viewed not as a welcome addition to local situations, but primarily as an outside force of disturbance that had to be tolerated but contained. The effects of this atmosphere of adversary roles was seen in conflict over such details as vacation time, insurance coverage and sick pay. More often than not the most accurate description of Teacher Corps relations with site administrations was one of congenial hostility. Needless to say, this was not the best atmosphere to achieve a high performance in terms of reaching project objectives.

There were a number of identifiable reasons for this conflict. The National Teacher Corps guidelines emphasized the participation of local people in the generation and design of Teacher Corps projects. For all practical purposes, in practice this was not the case for the project at the University of Oregon. The project proposal was basically the work of a rather cohesive and mono-theoretical group of University personnel. Support and participation at the site level was

more of a command from authority figures from above than reflective of a grass roots institutional staff commitment to the concepts and objectives of the proposal. In addition, the nature of the Teacher Corps' staff and intern body eventually assembled did not alleviate the "outsider syndrome" of institutional response. Most of the staff was from out of state or had been in one way or another alienative from the local site administrations. The intern group was principally composed of individuals "inspired" by the questioning tenor of the times and at least rhetorically committed to the restructuring of traditional relationships in society. On the other hand, this vocally revolutionary group was thrown together with a local site staff group whose most salient characteristic was staying power. In the correctional sites with its civil service system of protection, cooperating staff had in effect seen many waves of change come and go without any serious effects upon their status quo. This is not to imply that the majority of those site personnel were not interested in constructive change or in the well being of the clients they served but more accurately, that they had "been through it all before" and saw little reason to assume this exercise would prove much different than past attempts at reform. In the end, they were more right than wrong in this respect. The same situation was basically true at the public school sites. For most cooperating staff, the issue often was

reduced to survival rather than change. Generally speaking, schools encourage more of an attitude of "getting along" with the status quo than "getting it on" for change. The marriage of these two elements, the intern group and the site staff provided anything but marital bliss for the two years of the Teacher Corps experience.

Another key reason that the performance in the area of change has been minimal by the former interns relates to the lack of mutual support and collective effort which was possible under the team structure during the program years, but which was missing afterwards. When the program was over, it became every man for himself (or herself). None of the cooperating agencies hired a group of interns following the completion of the program. As a result, each individual intern who was fortunate enough to find a job, found themselves in a position of relative powerlessness and isolation in that new post-Teacher Corps environment. Not only was this isolation felt in theoretical terms, but also in psychological terms. It is exceedingly difficult to be the only voice championing an unpopular position. Peer pressure for acceptance of the professional status quo was a counter productive influence to the change related training and commitment, such as it was, of the former intern groups. This peer group pressure was especially effective since no effective opposing influences generated by an individual, or group of individuals,

sharing the same background and training of the intern were present in most situations. The "change agent" strategy for change of the original Teacher Corps proposal made what were unrealistic assumptions about the strength of purpose, personality, and character of the individuals required to operate in that fashion. The change agent concept in effect required the interns to be super human. This was an unreasonable request. The fruits of conformity seem sweet in comparison to the tribulations of protest. Future efforts at change should include consideration of the need for mutual support and effort. More concentration on creating a group movement towards change whenever feasible should be included.

In terms of the relationship between the University of Oregon and the Teacher Corps effort, a similar situation existed as at the cooperating sites. It seems apparent that by providing the interns with a program which would offer a strong experimental exposure to a field setting, the inter-action and support of the campus-based University was largely sacrificed. What connection did happen between the Teacher Corps program and the University was carried on chiefly at the staff level with the individual interns experiencing little first-hand association. In some ways this effect was mutually detrimental. The greatest handicap this presented was an amplification of the "outsider" aspects of the intern group and the project per se.

Not only were they outsiders from the perspective of the local sites, but they were also largely outside of the regular university framework. More often than not the situation became the project against the world. The world, of course, had infinitely more resources. But the real damage resulting from this relationship involves the incorporation of lessons learned through the Teacher Corps experiment into the regular body of the University teacher training effort. For all practical purposes, this never occurred and the most logical explanation is that not only was the Teacher Corps group considered in a hostile and anxious manner by the local sites, but by the University as well.

All of these influences are important for the influence they bring upon the role and ability of interns to perform as change agents. In addition, in the case of the intern group, all of the regular difficulties of creating change were exaggerated by a slumping economy. The declining job market in the education and social service sectors was not conducive to large scale commitment to change institutionally or individually. It was and is a buyers market as far as institutional personnel policies are concerned. To find and keep a job often requires the intern to keep a low profile on the change index. An additional factor operating in this context further diluted a strong minority movement for change in these circumstances. The

performance of society in past generations has been so poor in including minorities in attractive employment positions that affirmative action in the form of recruiting blacks to fill job vacancies was necessary to rectify these past injustices. The negative side of this development is that frequently today affirmative action has become a convenient co-opter of the brightest elements of minority cultures. Society absorbs those minority members who have navigated the proper credential channels for two reasons. Number one is that there are never really that many who achieve this status. As artificial as the qualifications standards of white society might be, they routinely eliminate all but a very few minority group members from even scenting the sweet smell of success. The second reason is that society, by making these successful minorities [in terms of white values] its own, has effectively cut them off from their own background and cultural roots. This effect has been especially strong in the case of the Black minority. America's Black population has historically accepted, even exaggerated in imitation, the values and morés of the majority culture. When given the opportunity, whether through affirmative action, the war on poverty or welfare, Blacks have tended to move easily into that middle class hodge-podge of lifestyle and values that puts anything but a premium on change.

This present study shows no indication that the Black graduates

of the Teacher Corps Program have effectively escaped this influence. The fact that the Chicano minority has been engaged in more collective and culturally associated efforts for change is an indication that comparatively speaking, they are still a "hungry" minority, that is a minority still excluded more than the Blacks at this moment in time from the benefits of the official white solution to their problems.

It is only fair and accurate, however, to say that this third year evaluation of intern performance is by no means the final word on the effectiveness of their Teacher Corps training. At this point it appears that the predictions of the original proposal in the ares of change creating potential in the intern group were unrealistic and exaggerated given the relative resources and strengths of the institutional opponents. But the future will be the jury in this case and the verdict is still out. The interns came out of the Teacher Corps program and entered on-going agencies and institutions in the lowest level entry positions in most cases. These are not the positions from which change is most easily mandated. The performance of the interns as they work their way upward into positions of power and authority will be a truer measure of the training they received.

APPENDIX A

INTERVIEW SCHEDULE FOR TEACHER CORPS INTERNS

QUESTIONNAIRE

1. What types of employment have you held since the end of the Teacher Corps Program?

2. What were the major goals of the Teacher Corps Program?

3. Since one major goal of the Teacher Corps Program was to train individuals who could become "change agents" in society. In what ways do you feel you have operated as a "change agent" since the completion of the program?

4. Do you feel that your training in the fifth cycle was adequate preparation for you to operate as a change agent in the real world?

5. If you were given the responsibility of designing a training program to train people to work in correctional and/or disadvantaged settings with the object of producing "change agents," what suggestions would you make?

6. Have you noticed in yourself or in society, overall, in the past three years any shifts in attitude about the need for change and the nature of that change?

APPENDIX B

ORIGINAL EVALUATION INSTRUMENT

Interview Number _____

Section I - Intern employment since completion of Teachers Corps

A. Education — Briefly Describe Duties, etc.

1. Teaching (Public, Private)

   a. secondary ____
   b. elementary ____
   c. junior high (middle school)___
   d. college ____
   e. junior college ____
   f. pre-school, headstart _____
   g. community based
      1. adult ed. ____
      2. G.E.D. ____
      3. Migrant ____
      4. HEP ____
      5. Other _____
         (list)
   h. alternative _____

2. Administration ____

3. Counseling ____

4. "Special Programs" ____

   (Describe) _____

   _____

5. Other _____

   (Describe) _____

B. Corrections

1. Juvenile
   a. "holding" institutions _____
   b. community based programs___
   c. preventive programs ____

Corrections

B. Corrections

Briefly Describe Duties, etc.

1. Juvenile
   - d. probation, parole ____
   - e. court system ____
   - f. administration ____
   - g. classroom ____
   - h. law enforcement ____

2. Adult
   - a. incarceration units ____
   - b. half-way houses ____
   - c. community based programs ____
     1. rehabilitation ____
     2. prevention ____
   - d. probation, parole ____
   - e. court system ____
   - f. administration ____
   - g. classroom ____
   - h. law enforcement ____
   - i. other _____ (specify)

C. Public Sector

1. Federal government ____ (specify)
   _____
   _____

2. State government _____ (specify)
   _____
   _____

3. Local government _____ (specify)
   _____
   _____

C. Public Sector

Describe Briefly Duties, etc.

4. Health care ____

5. Other professions or careers (specify)

_____

_____

D. Private Sector

1. Large corporation _____ (specify)

_____

_____

2. Small business _____

3. Self-employed _____ (specify)

_____

_____

4. Other _____

_____

5. None of the above _____ (specify)

_____

_____

E. Unemployed _____

F. Continuation of Education (describe)

_____

_____

Section II - Change Agent Activities - The following categories outline the educational/correction objectives for change as delineated in the fifth cycle Teacher Corps proposal. Responses rated for these categories will be considered a measure of to what degree interns currently on or have been engaged in behavior corresponding to the stated goals of the fifth cycle program since its completion.

To what degree has intern engaged in:

A. Development of "relevant" education/treatment in schools/correctional settings. (To what degree has intern worked to establish situations in which youth/students experience the following:)

1. Youth compete equally for economically rewarding and prestigious work careers.
   a. intern has attempted nothing in this area _____
   b. intern has attempted little in this area _____
   c. intern has done moderate amount in this area _____
   d. intern has done extensive amount in this area _____
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

2. Youth will become politically sophisticated (proposal definition - page 7 - this includes following elements: appreciation of one's own democratic rights, respect of the rights of others, working knowledge of judicial, legislative and executive branches)
   a. intern has attempted nothing in this area _____
   b. intern has attempted little in this area _____
   c. intern has attempted moderate amount in this area ___
   d. intern has attempted extensive amount in this area ___
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

3. Youth will become culturally sophisticated (proposal definition page 7 - includes both a general appreciation of art, music, history, science, math, etc., and a specific appreciation of the diverse populations and contributions which make up our complex pluralistic society)
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area____
   d. intern has attempted extensive amount in this area____
   e. intern has attempted working in this area but has been prevented by effective opposition _____
   f. NB _____

4. Youth will become inter and intra-personally competent (proposal definition page 7 - able to live harmoniously with himself and with others)
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area____
   d. intern has attempted extensive amount in this area____
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

B. Development of Structures/Processes that work to eliminate alienating effects of schools/corrections. (To what degree has intern worked to establish situations in which students/youth experience following:)
   1. Youth is not prejudged
      a. intern has attempted nothing in this area _____
      b. intern has attempted a little in this area _____
      c. intern has attempted moderate amount in this area____
      d. intern has attempted extensive amount in this area____
      e. intern has attempted work in this area but has been prevented by effective opposition _____
      f. NB _____

   2. Youth is not subjected to differential rule enforcement
      a. intern has attempted nothing in this area _____
      b. intern has attempted little in this area _____
      c. intern has attempted a moderate amount in this area__
      d. intern has attempted extensive amount in this area____
      e. intern has attempted work in this area but has been prevented by effective opposition _____

f. NB _____

3. Youth is treated redemptively
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area___
   d. intern has attempted extensive amount in this area___
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

4. Youth can derive gratification from school/correctional setting (situation in general)
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area___
   d. intern has attempted extensive amount in this area___
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

C. Development of Environment which will draw all forces involved in education/correction of student/youth together into an effective coalition (proposal definition page 8 - attempt at community involvement, re-entry into community, coordination between agencies, parental contact, and involvement in problem solution, etc.)

1. Generation of community involvement in problem solution
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area___
   d. intern has attempted extensive amount in this area___
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

2. Coordination of effort and communications between legally responsible agencies and institutions
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area___
   d. intern has attempted extensive amount in this area___

e. intern has attempted work in this area but has been prevented by effective opposition _____
f. NB _____

3. Involvement with family and parental elements for problem resolution
   a. intern has attempted nothing in this area _____
   b. intern has attempted a little in this area _____
   c. intern has attempted moderate amount in this area ____
   d. intern has attempted extensive amount in this area ____
   e. intern has attempted work in this area but has been prevented by effective opposition _____
   f. NB _____

Section III - Assessment of intern opinion relative to structure and training received in program.

A. Recall of major goals of 5th cycle Program (see proposal page 9, 10, 11 for listing of goals and objectives)

1. can recall large percentage of program goals accurately___

2. can recall some program goals accurately _____

3. can recall no program goals _____

4. recalls most program goals inaccurately _____

S = provided a suggestion in this area N = neutral pos = positive
neg = negative NC = no comment

B. Mentions creation of "change agent" or "Beachhead" strategy as program goal

yes _____ no _____

C. Responses to aspects of the Teacher Corps structure or experience (the fact a particular element is not mentioned is also an indication of the relative importance or impact of that element)

1. Program support provided intern
   a. seminars S ____ N ____ pos ____ neg ____ NC ____
   b. classroom tactic and strategy
      S ____ N ____ pos ____ neg ____ NC ____
   c. administrative
      1. towards institutions by Teacher Corp administration
         S ____ N ____ pos ____ neg ____ NC ____
      2. from institutions administration
         S ____ N ____ pos ____ neg ____ NC ____
      3. from university administration
         S ____ N ____ pos ____ neg ____ NC ____
      4. personal/domestic
         S ____ N ____ pos ____ neg ____ NC ____

2. Field centered nature of program
   S ____ N ____ pos ____ neg ____ NC ____

3. Team concept
   S ____ N ____ pos ____ neg ____ NC ____

4. University personnel
   S ____ N ____ pos ____ neg ____ NC ____

5. Computational/communication skills
   S ____ N ____ pos ____ neg ____ NC ____

6. Teaching reading
   S ____ N ____ pos ____ neg ____ NC ____

7. Workload
   S ____ N ____ pos ____ neg ____ NC ____

8. Team leaders
   S ____ N ____ pos ____ neg ____ NC ____

9. Community involvement
   S ____ N ____ pos ____ neg ____ NC ____

10. Inter-intra personal skills
    S ____ N ____ pos ____ neg ____ NC ____

11. Academic component
    S ____ N ____ pos ____ neg ____ NC ____

12. Selection, recruitment
    S ____ N ____ pos ____ neg ____ NC ____

D. General assessment of intern's opinion of total Teacher Corps experience

1. It was harmful to them _____
2. It was OK _____
3. It was better than traditional _____
4. It was very positive and rewarding _____

Section IV - General Assessment of intern as Teacher/worker "Change Agent"

A. Intern drawn from under-represented population
   yes ____ no ____ maybe ____

B. Evidence that intern attempts(ed) to establish "different kind" of relationship with hard to reach youth.
   yes ____ no ____ NB ____

C. Intern is knowledgeable about:

1. Drug usage
   yes ____ no ____ NB ____

2. Lifestyles of "disadvantaged"
   yes ____ no ____ NB ____

3. Forces driving youth to anomic existence
   yes ____ no ____ NB ____

D. Intern can work within system and not be overwhelmed by it

Not at all ___ ___
Somewhat ___ ___
Fairly well _____
Very well _____
Extremely well _____

APPENDIX C

MODIFIED EVALUATION INSTRUMENT

1. Employment

   a. intern has worked in secondary education classroom

      yes no

   b. intern has worked in correction institution

      yes no

   c. intern has worked in "education" in some form

      yes no

2. Intern Recall and Perception of Training

   a. identifies one goal of program as creating change agents

      yes no

   b. identifies "to work in corrections" as one program goal

      yes no

   c. identifies "to help minorities complete school" as one program goal

      yes no

   d. Does intern feel T.C. experience adequately prepared them for the role of change agent in the real world?

      yes no other nc

   e. General assessment of intern's opinion of total teacher corps experience

      ____ harmful

      ____ helpful

      ____ neutral

____ very positive and rewarding

____ could not have completed college without it

3. Change Agent Behavior

a. Engaged in change agent behavior in an educational setting

yes no

type clinical ____ structural ____ both ____ NB ____

degree little ____ moderate ____ extensive ____

b. Engaged in change agent behavior in a correctional setting

yes no

type clinical ____ structural ____ both ____ NB ____

degree little ____ moderate ____ extensive ____

c. Engaged in change agent behavior in a community setting

yes no

type clinical ____ structural ____ both ____ NB ____

degree little ____ moderate ____ extensive ____

d. Engaged in change agent behavior in a setting other than those mentioned

yes no

type clinical ____ structural ____ both ____ NB ____

degree little ____ moderate ____ extensive ____

Comments:

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